

**THE INFLUENCE OF USING COMMUNITY LANGUAGE LEARNING
METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF SMP AL HUDA JATI AGUNG
LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING COMMUNITY LANGUAGE LEARNING TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP AL HUDA JATI AGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018

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English consists of four skill which have the same important part in communication, namely listening, speaking, reading, and writing. One of the important language skills is speaking that should be mastered by the students. Based on the result of preliminary research the students' speaking ability of SMP AL Huda is still low. There were 61.58% of students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied Community Language Learning (CLL). Community Language Learning is kind of method for teaching speaking in which the students' speaking activities to improve students' speaking ability. The objective of this research was to know whether there is a significant influence of using Community Language Learning towards students' speaking ability at the first semester of the eighth grade of SMP Al Huda Jating Agung Lampung Selatan in the academic year of 2017/2018.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of SMP Al Huda Jati Agung Lampung Selatan. The research took two classes consisting of 30 students for experimental class and 30 students for control class. In the experimental class, the researcher used CLL method, and in the control class the teacher used Discussion method. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.003 < 0.05$. The result of calculation found that the alternative hypothesis (H_a) was accepted. Therefore, there is a significant influence of using Community Language Learning towards students' speaking ability at the first semester of eighth grade of SMP AL HUDA Jati Agung Lampung Selatan in the academic year of 2017/2018.

Keywords: Speaking ability , Community Language Learning , Quasi Experimental.

DECLARATION

Hereby, I state this thesis entitled “The influence of using Community Language Learning method towards students’ speaking ability at the first semester of eighth grade of SMP Al Huda Jati Agung Lampung” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 04 Mey 2020
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MOTTO

وَأَحْلِلْ عُقْدَةَ مِّنْ لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

And untie the knot from my tongue (27) That they may understand my speech
(28)(Q.S. Taha,27-28)¹



¹Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, (Maryland: Amana Publications, 2001), pp.184-185.

CURRICULUM VITAE

Dian sakti Oktaviana was born in Rawa Jitu, Lampung on october 1th, 1994. She is the second children of Mr. Jaryo and Mrs.Surtini. She has one brother Gentur Bogi Sanjaya and young brother M. Rizky Mukti.

She began her study at SD N 3 Karananyar Lampung Selatan in 2001 and graduated in 2006. Then, she continued at SMP Al Huda Jati Agung Lampung Selatan in 2007. After she graduated from Junior High School in 2009, she continued her study at SMA Al Huda Jati Agung Lampung in 2009 and graduated in 2012. After that she continued her study in 2012 in the Raden Intan State Islamic University Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to

enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2020
The Researcher,

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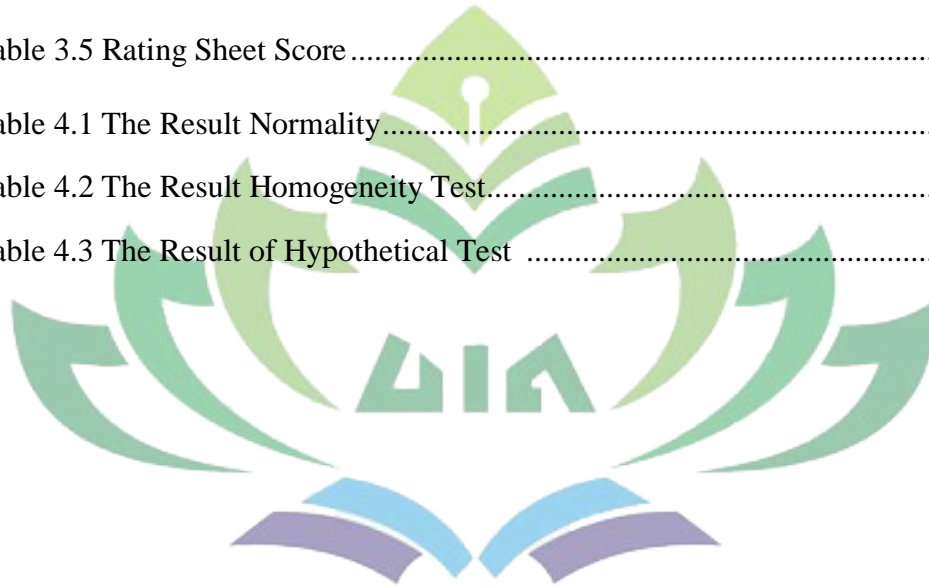
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CHAPTER I INTRODUCTION

A. Background of the Problem

Living community need language to interacted each other as a tool communication from another community is imposible to live alone without comtributionand implementation from another community. It means that language has an important role for human being. So learning language is very important. One of important language in our life is English, because English is an international language. It has various functions in different countries. Some countries use English as the first language, any other use it as a second language and it as a foreign language. As stated in verse 22 of surah Ar-Rum that language is important to deliver a message:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّعَالَمِينَ (٢٢)

“and among His sign is the creation of the heavens and the earth, and the differences in your languages and colors; indeed in this are signs is for people who know.(Ar-Rum:22)

In surah above refers to the importance of language is to deliver a message. Language has an important function in our life. It is because language is a tool to interact with other.

In English there are four skill that should be mastered by the English learners, one of skills is speaking.

Speaking is one part of language skills that can be used for students to express their ideas orally in foreign language. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form and meaning of speaking is dependent on the text in which the conversation occurs, including participant themselves and purpose for speaking.¹ It means that speaking is important role in daily life, even as a main ability in communication among human beings.

Speaking is one of the most difficult aspects for students to master. Students feel difficult to communicate with the other people orally in English. Moreover, according to Brown, to improve the speaking skill, the students have to master the components of speaking like grammar, vocabulary, pronunciation, fluency and comprehension.² In fact, they are still hard to master all of them. Whereas, people who master components of speaking usually have good speaking ability and they be competent in English.

Suyanto states that there are some factors that can be caused of low speaking ability for English learners in Indonesia. English in Indonesia is considered as a foreign language, English is not used in daily activities, learning English is not stressed in speaking ability but more focus on structure and vocabulary, ashamed and fear of

¹H.D. Brown, *Teaching by Principle An Interactive Approach To Language Pedagogy*, (San Francisco: Wesley Longman, 2003), p. 267

²H.D. Brown, *Language Assessment: Principle and Classroom Practice*, (London: Longman, 2004), p.140

making mistakes, English is not considered as necessity.³ It means that in learning English students need more stressing in speaking ability and students have to practice their English more with their friends in daily activities.

Based on the preliminary research at SMP Al-Huda Jati Agung Lampung Selatan of the eighth grade, by interview is the English teacher, Mr. Rendra, said that students get difficulty when they studied English especially speaking. Most of them get difficulties in expressing their opinions, feelings or experiences orally in English because the students have limited range vocabulary and they have difficulties in their pronunciation and grammar, so that make them afraid and ashamed of making mistake in teaching learning process.⁴ It could be seen from the daily score in speaking in the following table :

Tabel 1.1
Students' Speaking Score of Eight Grade of SMP Al-Huda Jati Agung
Lampung Selatan in the Academic Year of 2016/2017

No	Class	Students' Score <70	Students' Score ≥70	Number Of Student
1	VIII A	22	14	36
2	VIII B	23	13	36
3	VIII C	18	12	30
4	VIII D	21	11	32
5	VIII E	17	13	30
Total		101	63	164
Percentage		61.58%	38.41%	100%

Source: English teacher of the eighth grade of SMP AL HUDA Jati Agung Lampung Selatan

³Kasihani K.E. Suyanto, *English for yaoung learner*, Cetakan 5th –Ed,Jakarta, Bumi Aksara, 2007, p.37

⁴ Rendra Yuliana Saputra, S.Pd, interview of the teacher, SMP AL HUDA Jati Agung Lampung Selatan, on february 1st, 2015

Based on the data above, total number of students at eighth grade of SMP Al-Huda Jati Agung Lampung Selatan is 164 students divided into five classes. From the data obtained, it can be concluded that 61.58% is still low and only 38.41% had sufficient score. This showed that there are many students of class VIII SMP Al-Huda Jati Agung Lampung Selatan have low score because the students got score under KKM (Criteria of Minimum Mastery) are 70. It means that English learning still need to be increased.

Besides, the researcher not only interviewed the teacher, but also the researcher interviewed some of students of the eighth grade of SMP Al huda Jati Agung Lampung selatan. Based on the result of interview is some students, the researcher found that Students had difficulties in their pronunciation and grammar in teaching learning process. The students are seldom to use English in daily activities they just used English in class so make them afraid and ashamed of making mistake in teaching learning process. After doing the observation, the researcher concluded that the English teacher should use an appropriate method for teaching speaking, so that student will be active and enjoy in learning English.

There are many kinds of method to teaching speaking. The good method can makes student interested, enjoyable and enthusiastic to learn speaking and not feel that speaking is difficult. For this reason the researcher used Community Language Learning (CLL) method to make student interest and enjoy to learn English especially in speaking. According to Richard, CLL method make students become member of communication- their fellow learners and teacher – and learn through interacting with

member of community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively, to freely provide meaning they wish to express, to repeat target utterances without hesitation to support student to report inner feelings and frustration as well as joy and pleasure.⁵ In CLL method, the teacher must know how the psychology of his students and save the situation students' fears in learning speaking.

Community Language Learning (CLL) was effective to be implemented in teaching learning speaking. It has been revealed by previous research conducted by Puspitasari about the influence of using CLL towards students' achievement in simple present tense of the seventh grade of SMPN 12 Bandar Lampung in the academic year of 2013/2014. It was found that teaching learning process ran well. Students were active, enthusiastic and interested in learning English. The result of research showed that CLL method could motivate the students in order to increase their achievement in simple present tense.

Based on background of the problem and statement above, the researcher conducted a research entitled the influence of Community Language Learning (CLL) method towards students' speaking ability at first semester of the eighth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2017/2018.

⁵Jack C. Richards & Rodgers, *Approach and Methods In Language Teaching*, Cambridge University Press, 1999, p. 120

B. Identification of the Problem

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Students have limited range of vocabulary.
2. Students had difficulties in their pronunciation and grammar.
3. Students feel afraid and ashamed to make mistakes in learning process.

C. Limitation of the Problem

Based on identification of the problem above, the researcher limited the problem of the research to make it more focus. In junior high school, there are many interesting aspects to be learnt, but the researcher only focuses on the process of how the influence in using community language learning method towards students' speaking ability especially in expressing asking, giving and refusing help in form of dialogue, at the first semester of eighth grade of SMP Al- Huda Jati Agung Lampung Selatan in the academic year of 2017/2018

D. Formulation of the Problem

Based on the identification and limitation the problem above, the researcher formulated the problem as follow:

Is there an influence of Community Language Learning (CLL) method towards students' speaking ability at first semester of the eighth grade of SMP Al-Huda Jati Agung Lampung Selatan in 2017/2018 academic year?

E. Use of the Research

The use of the research are as followed :

1. Practically

Hopefully, this research useful for English teacher, students and also school.

a. For the teacher

To gave information to the English teacher about using community language learning in teaching speaking.

b. For the students

To gave motivation to the students that they can improve their speaking fluency by using community language learning method.

c. For the school

This research contributed to the school in order to improve the quality of the teaching in school in particular and English education.

2. Theoretically

The result of the research may become new information or method for the teacher SMP Al Huda about how to improve students' speaking ability by using CLL (Community Language Learning).

F. Scope of The Research

1. Subject of the research

The subject of the research was the students at the first semester of the eighth grade of SMP Al-Huda Jati Agung Lampung Selatan.

2. Object of the research

The objects of the research were the used of community language learning and the students' speaking ability.

3. Place of the research

The research conducted at SMP Al-Huda Jati Agung Lampung Selatan.

4. Time of the research

The research conducted at the first semester of 2017/2018 academic year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Speaking

a. Concept of Speaking

According to Thornburry, speaking is interactive and requires the ability to co-operative in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.¹ Speaking shows that the students able to use a language to express what to inform. Students also expect the teachers to speak English with them and to model it how it used to express meaning.² The teacher give opportunity for the students to speak and to improve their speaking skill. Speaking is the important skill which is daily life communication, information, its primary propose is to establish and maintain social relation. The importance of speaking is stated in the Holy Qur'an Surah An-Nisa verse 9 as follows:

B. نُشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةَ ضِعَافًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا
قَوْلًا سَدِيدًا (٩)

“and let those fear who, should they leave behind them weekly offspring, would fear on their account, so let them be careful of (their duty to) Aallah, and let them speak right words.” (An-Nisa:9)

¹Scott Thornbury, *How to Teach Speaking*. (Pearson Education Limited, 2005). P.iv

²Jerry G. Gebhard, *Teaching English as a Foreign Language or Second Language*.(Universit of Michigan, 2006). p. 70

This verse shows that islam gives high attention to speak. It explain about how speaking must be clear and true.

Speaking is skill to speak in a language that used by people to communicate with others in delivering a message, advice or ideas. Speaking in an interactive process of understanding meaning that invloves producing and receiving and processing information. Its form and meaning are dependent on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking.³

Speaking is crucial part of second language learning and teaching. Cameron states “ Speaking is the active use of language to express meaning so that other people can make sense of them. To speak in foreign language in order to share understanding with other people requires attention to precise details of the language”.⁴ Furthermore, another sources states that speaking is the productive skill in the oral mode. It is not like the other skills, it is more complicated that it seems at first and involves more than just pronouncing word.⁵ Speaking is so much a part of daily life that we take for granted. The average person produces

³ Mary Ann Cunningham Florez, *Imporving Adult English Language Learners Speaking Ability Skills*, Nasional Center ESL, Literacy Education, 1999, p. 1

⁴ Lynne Cameron, *Teaching Language to Young Learners*, Cambridge University Press, 2000, P. 40-41

⁵ Lingualinks Library, SIL International, available at <http://www.01.sil.org/lingualink/languagelearning.com>, 1999, was accessed on april 26th 2016

tens of thousands of words a day.⁶ It means, speaking was oral skill that we custom in our daily activity. Among the four skills, speaking skill is a difficult one to asses with precision, because speaking is a complex skill to acquires, so than there are components are generally recognized in analysis of speech process such as pronunciation (including the segmental features, vowel and consonants; and the stress and intonation), grammar, vocabulary, fluency, comprehension.⁷

Speaking skill is the ability to use the language in oral form. Speaking is one of effective way to interact and communication among people in social life. Then, speaking is the language skill which students should study. Harmer defines “Speaking in interactive and requires ability to cooperate in the management of speaking turn”.⁸ Through speaking, someone can express their ideas, thoughts, feelings, opinions, mentions, to other. Speaking involves two essential skills there are oral interaction (dialogue) and oral pre sensation (monologue).⁹

Based on the explanation above, the researcher concluded that speaking can be defined as the way of people to communicate with other, so that students must learn speaking and practice regulary in order to communicate well. Speaking is act of expressing ideas, feelings, and opinions by considering speaking elements;

⁶ Thornbury, *How To Teach Speaking*, New York, 2005, p. 1

⁷ H.D Brown, *Language Assessment Principles And Classroom Practice*, Longman, USA, Ed 1, 2004, P. 149

⁸ *Ibid*, p. 122

⁹ Hille Pajupu, Krista Kerge, Lyla Meister, Eva Lina And Pilvi Alp, *Natural Speaking And How to Asses It*, Intitute of The Estonian Language, New York, 2010, P. 122

they are pronunciation, grammar, vocabulary, fluency, and comprehension. In this research, the researcher focuses on dialogue expression in speaking skill.

b. Concept of Speaking Ability

Speaking ability is one of language abilities that has to be learned and mastered by the students in learning a foreign language. According to Wood speaking is the process between speaking and listener and it involves the productive skill and receptive skill understanding.¹⁰ To be a good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary and comprehension. This is supported by Wood who states that success is measure not only in functional effectiveness of the language but also in the term of the forms that are used. Based on the preceding statement, it can be said that speaking ability is language ability to express ideas, thought, feelings and opinions orally. By practicing speaking the language learned, the students will more easily master it.

In addition, speaking skill is difficult one to assess with precision, because speaking is complex skill to acquire. The following five components are generally recognized in analysis of speech process. They are pronunciation, grammar, vocabulary, fluency and comprehension. Each components has goal achievement that must get by students for their ability in speaking.

¹⁰ William Little Wood, *Community Language Teaching*, Cambridge University Press, 2004, p. 21

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. It is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

2. Grammar

Mastering grammar knowledge will help one in speaking English, and grammar is important role to master the spoken of the language.

3. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we can not utterance what is our purpose.

4. Fluency

In speaking we must speak fluency because listeners are able to response what we say.

5. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speakers and listeners and the communication cannot run well.¹¹

It can be concluded that the students' speaking ability is their ability to express ideas, opinion, feeling, experience and so on using their own words with such

¹¹ David P Harris, *Testing English as a Second Language*, Rev. Ed. Mc.Graw-Hil, Inc. USA, 2004, p. 81

expression as giving opinion, saying agreement and disagreement by showing good mastery of pronunciation, grammar, vocabulary, fluency and also comprehension.

c. Concept of Students' Speaking Ability

Speaking shows that students able to use language to express their idea, feeling and what they want to do. Speaking is productive skill in the oral mode. It is like the other skill, it is more complicated than it seems at first and involves more than just pronouncing word.¹² Speaking is the most common communicative activity in daily life. Every time and everywhere people use speaking to others as ability to expressing their ideas. In teaching learning process, speaking is the only one way to show and express the ideas from a speaker.

Richard states that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.¹³

It means that, to speak well there are many things to understand. Besides, speaking ability is an important aspect and beneficial skill in learning language.

It is a part of the goals or skill in learning English in the curriculum. It is support by Paulston and Brunder who said that, speaking ability is take to be the objectives of language teaching.¹⁴ It means that the learner have to a good ability

¹² British Journal of Arts and Social Sciences, *Factor Effecting Students' English Speaking Skill*, ISSN: 2046-4978, Vol.2 No 1 (2011), [Http://Journal.Co.Uk/BJASs.axps](http://Journal.Co.Uk/BJASs.axps) (Assesed 20.43 pm on Spt 17th 2016) P.38

¹³ Jack C Ricard and Willy A. Renanda, *Methodology in Language Teaching: an Anthropology of Current Practice*. New York: Cambrige University Prees, 2002, P. 201

¹⁴ Cristiana BrattPaulston and Mary Newton Brunder, *Teaching English as a Second Language: Technique and Procedure*, Massachusetts: Winthrop Publisher Inc, 1976, P. 55

of speaking as one of the goal of learning English. It is know that speaking is a very difficult and complex skill to learn especially for the foreign language students.

Learning foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking (oral skills) and reading, writing (written symbol). Speaking skills is the ability to use oral form in language. Among the four skills, speaking is a difficult one to assess with precision, because speaking is a complex skill to require. The five components are generally recognized in analysis of speech process. They are pronunciation, grammar, vocabulary, fluency and comprehension. Each components has goal achievement that must get by students for their ability in speaking

It can be conclude that students' speaking ability is their ability to express their ideas, opinion, feeling and experience using their own word with such expressions by showing good mastery components of speaking (pronunciation, grammar, vocabulary, fluency and comprehension).

d. Types of Classroom Speaking Performance

There are many types of classroom speaking performance which can be used in teaching speaking. Teaching can give drill and ask the students to make a dialogue whether transactional or interpersonal. Besides, students are asked to give oral report short speech. According to Brown there are six types of classroom speaking performance, namely:¹⁵

¹⁵H. Douglas Brown, *Teaching by Principles an Interview Approach to Language Pedagogy*, Ed Wesley Longman, Second Edition, New York, 2001, P. 270-271

a. Imitative

A very limited portions of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal students speech in the classroom is responsive short replies to teacher or student initiated questions or comments. The replies are usually sufficient and do not extend into dialogue.

d. Transactional (dialogue)

Transactional language carried for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information.

f. Extensive

Students are expected to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.¹⁶

In this research, the researcher will teach transactional (dialogue) that include in the type of interpersonal dialogue in teaching speaking. Transactional dialogue as activities in speaking ability because transactional (dialogue) language is primarily message oriented. On the other hand, message-oriented conversation will be more clearly structure, as evidence show, pursuing their ultimate objective to deliver a message.

e. Concept of Teaching Speaking

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and students. The message can be knowledge, skills, ideas, experience, and many others. Through the process of communication people can be received the message or information. The goal of teaching is to improve students' communicative skills.

According to Kayi teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every

¹⁶*Ibid*, p. 271-274

phrase of life.¹⁷ Therefore, it is essential that language teacher pay great attention to teaching speaking.

According to Thornbury in Harmer, he suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become '*talking classroom*'.¹⁸ There are many ways in teaching speaking that most of teacher have some ways in teaching speaking. Teaching has responsibility to make their teaching successful. Speaking is a crucial part of the second language and teaching.¹⁹ The teacher of English also should apply various interesting media can motivation students in learning English especially speaking so that the students enjoy in learning speaking and students relatively easy to learn and speak.

There are three main reasons for getting students to speak in classroom:

1. Firstly, speaking activities provide rehearsal opportunities-chance to practice real-life speaking in the safety of the classroom.
2. Secondly, speaking task in which students try to use any or all of the languages they know provide feedback for both teacher and students.

¹⁷ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, vol. XIII, no. 11, 2006

¹⁸ Jeremy Harmer, *How To Teach English*, New Edition, Longman, 2007, P. 123

¹⁹ *Ibid*, p. 157

3. And finally, the more students have opportunities to activate the various element of language.²⁰

Good speaking activities can be caught by using an interesting method and teaching skill from the teacher. Thornbury suggests that the teaching speaking depends on there being a classroom culture of speaking, and classroom need to becomes 'talking classroom'.²¹ From the statement above, we need to establish culture to improve our speaking. English as an active language, so both of teacher and student should talk with English actively.

2. Community Language Learning

a. Concept of Community Language Learning

Community Language Learning (CLL) is a method based around used of the learner' first language and teacher help in mediating. It aims to lower anxiety and allow students to communicate in a more genuine way than is typically possible in classroom.²² According to Richards, community language learning draws on the counseling metaphor to redefine the roles of the teacher (the *counselor*) and learner (the *clients*) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor client relationship.²³ Moreover, Cook states that Community Language Learning (CLL) is a teaching method in which

²⁰*Ibid*, p. 123

²¹ Scott Thornbury, *How to Teach Speaking*, England, Longman, 2005, p. 123

²² Jim Scrivener, *Learning Teaching*, New York, Mac Milan Book, P. 40

²³ Jack C. Richards, *Approach And Method in Language Teaching*, Cambridge University Press, New York, 15th, 1999, p. 61

students create conversation in the second language from the outset, using the teacher as a translation resource.²⁴

In CLL the class begins with conversation in the language of learners. language learners really express what is in their mind and responses from other learners are also logical and communicative expressions.²⁵ Learners are seated in circle and they only face other language learners, and the knower, who is relatively a stranger to them, remains outside the group. The knower is the only one around that the language learners are defending themselves from. By sitting together among other learners in a circle and knower outside the language learners are not worried about defending themselves.²⁶

From the explanation above, the researcher concluded that Community Language Learning is a method in which the learner used the first language of communication, and the teacher as facilitator, translators, which helps in process of mediation in learning foreign language.

b. Procedure of Teaching Speaking through Community Language Learning

In this research, the researcher taught speaking through CLL. The researcher hopes CLL can make students more interested in learning English especially in

²⁴ Vivian Cook, *Second Language Learning And Language Teaching* 4th edition, Hodder Education, an Hachette Uk Company, London, 2008, P.278

²⁵ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Graha Ilmu, Yogyakarta, 2006, p. 102-103

²⁶ *Ibid*, p. 103-104

speaking ability. According to Richard the Community Language Learning (CLL) classroom procedure below is as follows:²⁷

1. *Translation.* Learner form a small circle. A learner whispers a message or meaning her or she wants to express, the teacher translates it into (and may interpret it in) the language, and the learner repeats the teacher's translation.
2. *Group Work.* Learner may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
3. *Recording.* Students record conversation in the target language.
4. *Transcription.* Students transcribe utterances and conversation they have recorded for practice and analysis of the linguistic forms.
5. *Analysis.* Students analyze and study transcription of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
6. *Reflection and observation.* Learners reflect and report on their experience of the class, as a class or in group. This usually consist of expressions of feelings sense of one another, reactions to silence, concern for something to say, etc.
7. *Listening.* Students listening to a monologue by the teacher involving elements they might have elicited or overheard in class interaction.

²⁷Jack C. Richards, *Approach And Method in Language Teaching*, Cambridge University Press, New York, 15th, 2001, p. 97

8. *Free Conversation*. Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

c. Advantages of Community Language Learning

There are some advantages using CLL method in teaching learning English :

1. View students and teacher as a community, and thus the teacher as more facilitator than teacher, fits in nicely with current trends in education.²⁸
2. The teacher allowed the students to determine the type of conversation and to analyze the foreign language inductively.²⁹
3. CLL can store and use in new situations, allows the students to practice the structure or characteristic patterning of sentences and conversation.
4. The class often becomes a real community, not just when using CLL but all of the time. Students becomes much more aware of their peers, their strengths and weaknesses and want to work as a team.
5. From the teacher translation, learner will be able to induce a grammar far more complex than they are able to use on their own.³⁰

From the explanation above, the researcher can conclude that CLL train learner in conversation and patterns of sentences formation. In addition, learners believe to absorb the translation of teachers easier than learning its

²⁸ Deborah L. Norland, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, New York, P. 13

²⁹ H. Douglas Brown, *Teaching By Principle*, Longman, 2000, P.26

³⁰ Nagaraj P, *The Modern Journal of Applied Linguistic*, Bharatiar University, 2009, P. 180

self. The class often becomes a real community, the students becomes much more aware their peers, their strengths and weaknesses and wants to work as a team. Moreover, CLL look as a community of students and teacher that match with current trends in education.

d. Disadvantages of Community Language Learning

The disadvantages of CLL method according to Norland are:

1. CLL requires a number of conditions that may make difficult to use in many situations. To be most effective, it requires teacher who are specifically trained in this method and also ideally, trained in counseling technique.
2. CLL requires bilingual teacher and small, homogenous classes.
3. The teacher could become too nondirective. The students often needed direction, especially in the first stage, in which there was such seemingly endless struggle within the foreign language.³¹

3. Discussion Method

a. Concept of Discussion Method

Sanjaya says that discussion method is learning method exposes students in a problem. The main purpose of this method is to analyze problem, answer the quetions, increas and understand students knowlage. Therefore, the discussion is

³¹ Deborah L. Norland, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, New York, p. 13

not the debate to squeal arguments.³² Discussion is exchange experience to determine the decision certain in together.

Based on those the explanation, it can be concluded that discussion method is design to provide to opportunity for discussion between teacher and students, and students to students to work together. It means that the method creates to conversation and exchange of ideas in class.

b. Procedure of Discussion Method

The procedure of teaching speaking through discussion method are:³³

- 1) The teacher should prepare the material and gives the purpose of the material.
- 2) The teacher chooses the case that will be discussed from the material.
- 3) The teacher asks the students to discuss with their team consist of six students and give the material
- 4) After that, one of teams prepare to discuss the result in the front of the class through speak up.
- 5) And another team makes a resume of what another team explains.
- 6) After all finish, the teacher submits their resume in each team.

c. Advantages and Disadvantages of Discussion Method

Discussion method has both advantages and disadvantages that the teacher should pay attention in order to achieve more effective during teaching learning process.

The following are strenghts and weakness discussion method :

³²Sanjaya, Wina, *Strategi Pembelajaran*, Jakarta, p. 154

³³Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana Prenamedia Group, 2006), p. 158

1. Strength of Discussion Method

- a) The student can be active and creative to give idea in this method.
- b) The students can be given opportunities to share their idea to solve the problem.
- c) This method can help students to express their idea through speak up.³⁴

2. Weakness of Discussion Method

- a) It takes much time to organize the group.
- b) Through this method, only one the students can be active to speak.
- c) The class situation becomes noisy, so the teacher needs to control the students.
- d) Teacher cannot monitor all groups at once.
- e) Discussion is not appropriate or all the topic.³⁵

B. Frame of Thinking

Speaking is really important in learning a foreign language. It is one effective and efficient ways used by most of them people in the real communication. In teaching and learning speaking, they need not only the suitable material or aids for students but also the teacher should have such kind of method to make students interest and have motivation in learning speaking.

There are many kind of methods that can be used to increase students in learning speaking. Community Language Learning (CLL) is an alternative method that teacher

³⁴*Ibid.*, p.156

³⁵*Ibid*

can use. According to Cook, Community Language Learning is a teaching method in which students create conversations in the foreign language from the outset, using the teacher as a translation resource.³⁶ Another term of Community Language Learning is counseling learning where it is a non-direct therapies approach which is designed to ease the students in acquiring the target language. CLL is not only giving material for students but also giving them opportunity to make their own sentences.

The students use Bahasa in learning English to say something in the class. In fact, there are still many junior high school students who are not able to speak well. The researcher assumes that the teacher not use appropriate method in the classroom, it causes students' speaking ability is still low. Based on explanation above, the researcher concluded that an English teacher must have appropriate method to teach English, especially in teaching speaking. It can motivate the students to get speak in learning English. In this case the researcher can help the students by using CLL towards' speaking ability. The researcher set up a situation that students are likely to real life, and the students learn more creatively in the progress.

The researcher guide the students how to pronounce some word and expressing related to the certain situation discuss classroom to make dialogue. Afterwards, the students have to practice using word and expressing in a conversation between their friends in group. Therefore, in order to achieve the aims of teaching English,

³⁶ Vivian Cook, *Second Language Learning and Language Teaching 4edisation*, Hodder Education, An Hachette UK Company, London, 2008, p. 278

especially in teaching speaking, the researcher assume that using CLL give significant influence in speaking ability.

C. Hypothesis

Based on the theoretical assumption, the researcher formulated the hypotheses as follows :

Ho : There is no significant influence of using Community Llanguage Learning (CLL) towards students speaking ability at first semester of the eighth grade of SMP Al Huda Jati Agung Lampung Selatan in the academic year of 2017/2018.

Ha : There is significant influence of using Community Llanguage Learning (CLL) towards students speaking ability at first semester of the eighth grade of SMP Al Huda Jati Agung Lampung Selatan in the academic year of 2017/2018.

